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AUTHOR Ljung, Magnus
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ABSTRACT

The results of a survey in Sweden concerning the linguistic influences of English in that country are reported. Specifically, the spread and reception of three types of loans from English (direct, translation, and construction) are examined, as well as the use of the English plural and spelling with direct loans. The variables investigated include the respondents' acceptance of and willingness to use the loan types; responses to the choice of English spelling for specific words; and differences in sex, occupation, region, education, and age in relation to use of the loan types, English spelling, and English plurals. The survey results are charted and accompanied by narrative analysis. (MSE)

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Magnus Ljung
Department of English
University of Stockholm

ENGLISH IN SWEDEN

1. Ever since the second world war, Sweden and other western countries have been exposed to an ever-increasing cultural and linguistic influence from the English-speaking countries. The aim of the English in Sweden Project (EIS) is to study the extent of the linguistic influence and if possible to discover its main sources and channels. In the present study I will account for some of the result from EIS, in particular the spread and reception of some of the commonest manifestations of this linguistic influence, i.e., the direct loans (DL), the translation loans (TL), the constructions loans (CL), and the use of English plural and spelling with the direct loans.

The material that will form the basis of the discussion consists of responses to a questionnaire submitted to 1953 Swedes in 1961-62. Most of the questionnaires were sent by mail, but a number of them were used in interviews in Stockholm and Göteborg, at which recordings of the pronunciation of direct loans were also made. The original plan was to keep the results from these two procedures distinct; the interviews were meant to furnish material for a more penetrating study of the big cities. However, since neither approach yielded a higher response rate than about 40 %, I chose to lump together the results from both. This means that no claim can be made for representativeness in a strict sense for the country as a whole; however, since the vast amount of material at our disposal is not strikingly out of proportion with the distribution of social categories in the country as a whole, it is still possible to get a general idea of the reception and use of the different types of influence from English and to study the correlation between the responses and social characteristics.

2. Before I proceed it may not be out of place to say a few words about the structure of the questionnaire, the principles behind the selection of examples and the general methodology used.

The questionnaire consisted of two parts, one concerned with questions about contacts with English in Sweden - type and frequency of contact, topic, etc. - the other with attitudes and willingness to use certain specific examples of the influence from English. The greater part of the linguistic questions concern the three types of loan mentioned previously: DL, CL and TL. With very few exceptions, the examples of these that were used all occurred

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in writing in Swedish written material, mostly daily newspapers between 1960 and 1970, certain general principles were used in choosing the examples, in particular the requirements that each item should belong to normal, everyday language, and that no item must appear in the most recent edition of the word-list of the Swedish Academy (SAHL). As for the choice of examples for the questions on spelling out the plural, exceptions were made from the second requirement, since I wanted to find out whether older loans had been subject to a 'regularization' process with respect to spelling (i.e. a choice of plural suffix).

The II., II. and III. were all tested in the same manner: for each example (they were all contextualized), the subjects were asked whether they could understand it, whether they accepted it as normal Swedish, and if they themselves were willing to use it. The response options were 'yes', 'no', 'don't know'. Plurals and spellings were tested with multiple-choice questions.

There are obviously certain problems connected with the translation loans and the construction loans, the main one being that, strictly speaking, it is impossible to prove that suspected instances of these types are in fact derived from English originals. Thus while it is impossible to deny that e.g. fan, pellet, You're welcome are of English origin, we can only suspect that constructions such as tran var ar det inte janget hem, tappa en blank sida, han sr en iskate are of English-lang. descent. A further problem is that there are probably two somewhat different kinds of judgement involved as we proceed from questions about II.s to II.s and III.s. Everybody realizes that the II.s are in fact English in origin; with II.s and III.s, however, awareness of the origin of the loans will be tied to personal characteristics such as degree of education.

3. Let us now proceed to a presentation of the response rates obtained for II., II. and III. I will disregard responses to questions about understanding and concentrate for the time being on questions concerning acceptance (ACC) and willingness to use (USE) the examples. As a general measure of ACC and USE I will use the means for positive response for each linguistic category (i.e. II., II. and III.) recalculated as percentages of the maximum theoretical score, thus in ACCII = i.e. all the questions concerning the acceptability of direct loans - for example, there are 24 examples in all. We reward each positive response with one point, add up the totals for each example, divide the resulting sum by the number of subjects and obtain the mean for that category. The mean - in the case of ACCII, 11.98 - is then recalculated as a percentage of the highest theoretically possible response

total, i.e., the total we would have obtained if all the participants had given positive response to all 21 questions. In the case of ACC this gives a percentage of just below 60. Recalculating the same calculations on the remaining linguistic categories, we obtain the results in the Table below.

	ACC	USL
IL	50.1	49.1
OL	53.1	40.1
DL	50.1	39.1

Table 1. Overall distribution of IL, OL and DL.

As was to be expected, the values for ACC are consistently higher than those for USL, but in both the ranking of the loans is the same: IL leads OL and DL by about 10 %. The difference between the percentage for OL and DL is so small as to be negligible.

It would lead too far to go into detail about the ratings of the individual examples and I will therefore content myself here with a few examples to demonstrate the spread of percentages. Among the ILs we find that läsa upp till ('live up to') received an ACC rating of 97 % and a USL rating of 87 %; corresponding figures for ilts en trevlig dag ('have a nice day') and ett nöste ('a next') are 90 and 81 in both cases, while e.g. koppla ett argum ('they are a parent') received 16 % and 31 % respectively.

Among the construction loans we find that en största svenska segerm någonsin ('the biggest Swedish victory ever') receives 92 % under ACC, 66 under USL, while han är en läkare ('he is a doctor') gets 46 % ACC and 35 % USL. Among the DL finally, bläckout receives 81 % ACC and 87 % USL, testa att springa utan skor ('test running without shoes') receives 81 and 78 % and sorry, men jag tror dig inte ('Sorry but I don't believe you') draws 55 and 41 under ACC and USL respectively.

4. I turn now to a presentation of the covariation between response means and social characteristics like sex, age, occupation, education and region. From now on I will include only the USL responses, since there are virtually no differences between ACC and USL except that the values for the former are invariably higher than those for the latter.

Let us first consider the distribution of gender by age and gender.

Table 2. Age differences in the use of II, III and IV.

	II	III	IV
Male	60.1	15.1	60.1
Female	15.1	60.1	50.1

Table 2 shows the following results:

Table 2. Sex differences in the use of II, III and IV.

Both sexes follow the general trend for II to be roughly 10 per cent higher than III and IV. There is a consistent tendency for women to score lower than the men; the differences are small but statistically significant.¹ This is well in accord with earlier observations about male and female language where it has been noted that women tend more than men to conform to the standards of linguistic correctness set by society.²

The next social variable to be considered is occupation. The results of the cross-tabulation will be found in Table 3 below.

	II	III	IV
Businessmen	50.1	12.1	50.1
Professionals	12.1	32.1	50.1
Students	19.1	11.1	11.1
Workers	31.1	12.1	39.1

Table 3. Occupational differences in the use of II, III and IV.

There are no substantial differences in Table 3. Perhaps the most surprising finding is that workers are in the lead in the category's and in second place in the third. Professionals are consistently lowest; the difference that may have been expected between students and others does not materialize until we reach IV.

Table 4 below presents the differences in responses obtained in a number of different regions in Sweden. Before we present the figures, a few words must be said about the classification used. Following a suggestion by SOB,³ we have divided the country into seven regions in accordance with density of population. These seven regions are Stockholm (SOHM), Göteborg (GÖG),

Malmö (M), Marstrand (M) and Helsingborg (H) which are situated on the southern coast of the country (SWAN), Skane (Sk) and Halland (Hall) which are situated on the western coast of the country and with more than 500,000 people within 100 kilometers of the coastline (SÖD). Small and large towns (L), municipalities with between 5,000 and 50,000 inhabitants situated within 50 kilometers of the coastline and towns (T) which are situated further out at the bottom of the coastline (SÖD). Small municipalities with fewer than 5,000 inhabitants (SMÅ) - specifically populated areas by the lakes (LAK), often there is also a strong geographical element in these categories both towns with between 5,000 and 50,000 inhabitants and towns within 100 kilometers are only found in the south of Sweden, towns with fewer than 5,000 inhabitants within 50 kilometers of the coastline are big and large, confined to the west and coastal areas (VÄST) and those closer (L) and smaller (S) as well as towns just outside of Lund (Lund) an area extending from Skåne to Göteborg, Skaraborg, and Östergötland where the latter of these finds out in Västergötland in 11 counties, and a few places in Gullspång, Table 1 below gives the distribution of usage frequencies in my regions.

	SÖDAM	CINC	WAHLIN	BYWÄS	SKÖN	SYD	SPÄNSE
I1	48.1	39.1	49.1	50.1	50.1	47.1	52.1
II	37.1	39.1	36.1	31.1	31.1	39.1	35.1
III	80.1	79.1	73.1	50.1	39.1	37.1	36.1

Table 1. Differences between regions in the use of I1, II, and III.

The table shows that, although the differences are mostly small, there is a tendency for III to be more used in the three big cities than in other areas, while the reverse is true of II and I1. We also note that Malmö is the area most willing to use III and that there is a conspicuous difference in the III percentage for SKÖN and all other areas; in fact the III differences between SKÖN and all other regions are statistically significant at the 95.1 level of confidence.

The fourth sociol variable considered is education. Here the subjects were divided into four classes in accordance with completed education: no completed education (NC), completed primary education (CP), completed secondary education (CS) and completed university education (CU). These classes are cross-tabulated against I1, II, and III in the table below.

Table 5. Subjective differences in the use of III, OI and OII.

	III	OI	OII
Never	12.1	80.1	82.1
Often	49.1	17.1	5.1
Sometimes	30.1	11.1	15.1
Always	12.1	3.1	5.1

Percentages of responses to the three forms.

Table 5. Subjective differences in the use of III, OI and OII.

The table above seems to reflect with the same message as Table 3, i.e., the fact that social respectability and willingness to use English forms are互不兼容的; thus, while III, OI and OII are by and large similar in their treatment of the forms, OI scores significantly lower on all forms, the difference between OI and the other categories is statistically significant at the 0.1 level except in the case of the OI percentage under III.

There now remains only one social variable, age, with regard to age, subjects were divided into the following six groups: YOUNG (16-19), YOUNG (20-34), MIDL (35-49), MIDL (50-64), SENIOR (65-74) and OLD (75+). The last group had so few members that it has been disregarded, Table 6 shows the percentages for the age groups.

	YOUNG	MIDL	SENIOR	OLD
III	31.1	31.1	19.1	13.1
OI	13.1	15.1	37.1	35.1
OII	50.1	53.1	27.1	27.1

Table 6. Age-related differences in responses to III, OI and OII.

There is one very clear lesson to be learnt from Table 6: it is the under 35s who are most willing to use forms of all categories. It is interesting to note that in two categories out of three, it is YOUNG that is in the lead rather than MIDL: a closer examination of these two groups revealed that the incidence of 'don't know' answers for YOUNG was considerably higher than for YOUNG (and indeed for any other group except OLD); it also emerges from the table above that the three types of form have different

producing them; the difference between bright and bowed violin is 2.0, for II, III and IV. So, we may also note that the differences are greater than the effect caused by age. The most greatest difference comes in III which has the highest bowed difference while II, III & IV are comparable. The same from violin are with regard to descending pitch, II, Violin and IV the bowed, with II and III having more than with a bright edge and III (as expected) in the case of age, where III shows the smallest difference.

So far we have discussed such and such variables in influencing, regarding the phenomenon that there are certain fixed independent factors, as it were, that affect the obviously lesser effect of II, these variables will measure different changes regardless of the same physical form and are found to increase in a similar or worse, manner at同一 time height likely that variation of the variables are much more important in determining attitudes towards music than attitude themselves using how to assess the different contributions of the social variables is not straightforward. One step in this direction is to subject the method to an analysis of variance. Before bringing this method to a close I will show the results of such an analysis with II, III and IV as dependent variables and the social variables as independent. In this type of analysis we investigate the probability that a certain independent variable influences decisions concerning the dependent variables. The table below shows for each of II, III and IV, which social variables are most likely to influence attitudes toward the constructions in question.¹

	II	III	IV
Social variables influencing attitude towards II, III and IV			
Age	*	*	*
O' shaped form	*	*	*
Bowed form	*	*	*
Rugacea	*	*	*
Sex	*	*	*

Table 7. Social variables influencing the use of II, III and IV.

3. It was also found that a presentation of the responses to the questions concerning choice of plural spelling and capitalizing the names of some foreign words. The results of these experiments, however, cannot be given here, as they are not yet available. It would be recommended that the questions used here were all of the following type, which require that the answerer give either one or the other of two answers, and not the two answers for the other questions. In the table below, there are indicated the words which ought to be capitalized and pluralized just as with the question concerning "Is... the and the, or the, the first thing this, or we, etc., not a single or double, respectively, are worth when you spell it?"

TABLE 3. FREQUENCY RESPONSES TO THE CHOICE OF ENGLISH SPELLING AND PLURAL

	Capital Spelling	Plural Spelling
she	21.1	78.9
spelled	21.1	78.9
public	21.1	78.9
travel	21.1	78.9
single	21.1	78.9
spoke	21.1	78.9
height	8.3	91.7
happily	8.3	91.7

TABLE 3. FREQUENCY RESPONSES TO THE CHOICE OF ENGLISH SPELLING AND PLURAL

No doubt a more difficult study of these categories would reveal some particular among which there are more differences, as the example given (21.1 and 78.9) shows. Finding these particular would not be an easy matter and we would no doubt find that there are equally important non-linguistic factors with a bearing on the choice of spelling and plural, like the age and meaning of the word. As with the other forms of more importance, therefore, to study the relationship between choice of spelling and plural on the one hand and social characteristics on the other, these relationships will become apparent in the tables below.

	English Spelling	English Standard
Male	38.3	37.3
Female	34.9	33.7
<i>Table 3, Sex differences in the choice of English spelling and standard</i>		

	English Spelling	English Standard
Married men	36.4	36.4
Divorced men	32.3	30.3
Married women	33.3	33.3
Divorced women	22.3	21.3

Table 4, Sex differences in the choice of English spelling and standard

	COLL	CHG	WAG	WHE	SOH	SOH	STAND
English spelling	31.3	33.3	33.3	30.3	30.3	30.3	30.3
English standard	31.3	30.3	30.3	30.3	32.3	30.3	30.3

Table 5, Diagonal differences in the choice of English spelling and standard

	English Spelling	English Standard
ME	33.3	32.3
CH	29.3	33.3
CS	32.3	33.3
CV	33.3	30.3

Table 6, Diagonal differences in the choice of English spelling and standard

	English, spelling	English, grammar
STUDY	22.4	24.3
SEXUAL	31.3	40.1
PLURAL	22.3	22.3
ADJECTIVE	30.3	42.3
SIMILAR	29.3	21.3

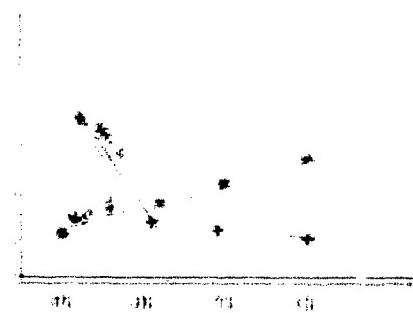
TABLE 2. Age-related differences in the choice of English spelling and grammar.

In the following tables, data are given on the results of the gendered and ungendered English spelling. Since the open form in both English and German grammar has the English feature of gendered forms and the English spelling, we will not consider this one, i.e., sex. The second variable that we have considered is English spelling and it can be occupation and education. The third one again is the English-German difference in sex gender. And the third one is the gendered sex difference in sex gender. And the first two, i.e., sex and education, which are both in English and German, are 21, 23, 25 and 26, have been considerably unimportant when it comes to choosing spelling and grammar. In terms of 21, 23, 25, there was some unimportance. So English 21, 23, 25, 26, all are age-related and the effects of gender and education are unimportant unimportant.

The last one is gender and education and the English is gender or spelling, which shows us a 27.4 age-biased difference in the top and bottom in the spelling. That is, we see 27.4 suggest the occupation and spelling and gender difference English are unimportant, e.g., occupation and gender are the gendered sex, the gendered sex of gendered sex is 27.4 and 27.4 are 27.4 and 27.4. We also find that the women in Germany make up 27.4 of the total population while the oldest ones are only 27.4, so we see a significant difference of variation for the spelling and the gender difference that is the choice of English spelling, and we see a considerable age effect. For the choice of English spelling, on the other hand, only occupation and education are significantly related to the English preference.

Now that we have investigated both the exception of the different types of form and the choice between English and German spelling and grammar, we wanted to do is to compare the two with respect to the gendered and the gendered form that carry more weight in influencing the choice of the English.

Stipule scars are present on the older leaf sheaths, and a prominent small scar occupies the distal half of each of the longitudinal rows which project from the upper edge of the blade. The lowermost scar is situated on the proximal 4/5 of the distal 1/2 of the blade, while the others are positioned at equidistant intervals along the distal 1/2 of the blade. These 4 scar positions indicate that there are 4 distinct longitudinal rows of stipules along the distal 1/2 of the blade. The 4 rows of scars are arranged in a staggered pattern, so that the 2nd row of scars is located between the 1st and 3rd rows, and the 3rd row is located between the 2nd and 4th rows. The 4 rows of scars are arranged in a staggered pattern, so that the 2nd row of scars is located between the 1st and 3rd rows, and the 3rd row is located between the 2nd and 4th rows.



¹ See also the discussion of the relationship between the two in the introduction to this volume.

The gun battery successfully repelled assault, the commandant was reinforced by the garrison
of 1000+ soldiers strengthened by 2000 volunteers who came from outside the city to help defend
the fort, while the French, at 1000-1200, suffered 1000+ losses. The garrison had been trained
by officers previously posted overseas for 2 years, fighting well. The gun battery under Lt.
H. A. K. H. A. K. and Captain G. C. G. fought off 1000+ men with great skill.

It is recommended that the DNR regulate federal and state water users under existing authority to do what is needed to mitigate the effects of the "drought" on a 400 day basis. It is important that those principles be reflected in future law and used in drought-like conditions, but more importantly in those other 365 days. By the same token, the use of drought related laws and tools can be effective in either mitigating or exacerbating drought for those other 365 days through enforcement. It would assist state and local agencies that are responsible for the regulation of the affected areas to have flexibility and greater authority to do their job effectively.

bring this study to a close by presenting some of the results obtained in a development of the investigations reported so far.

One of the drawbacks of the present study is that the use of the labels TL, CL and DL tends to create the impression that the groups of examples that they stand for are highly homogeneous. But this is not so. In fact considerable linguistic diversity was built into these groups from the very beginning since, in my choice of examples, I tried to cover as many types of loan as possible. In TL a distinction was made between words (TLW) and phrases (TLP), in CL there is a difference between syntactic influence (CLSYNT) and influence on word-formation (CLWF), and among the DLs, finally, I include both words (DLW) and phrases (DLP). Members of these categories may be either assimilated (ASS) or nor assimilated (NASS). By assimilated words I mean words adapted to Swedish by the use of affixes, compounding and the like. By 'assimilated phrase' I mean phrases that are part and parcel of otherwise Swedish sentences, as in e.g. Keep smiling barna, det ordnar sig. In the table below I have ranked these new linguistic categories in accordance with their means in order to get a more detailed picture of the reception of English loans.

TLW	57 %
CLSYNT	50 %
TLP	47 %
DLWASS	46 %
DLNASS	43 %
CLWF	30 %
DLPASS	29 %
DLPNASS	21 %

Table 12. Overall distribution of the new linguistic categories.

As I have remarked earlier, we should not put too much faith in ranking lists based on a very limited amount of material. Nevertheless we can note, for what it is worth, that the TLs keep their top position, that there is a dramatic difference between syntactic CLs and word-formational CLs and that it is the phrases that are responsible for the bottom position of DL in Table 1.

What then is the connection between the attitudes concerning these new categories and the five social variables? For a start, let us look at the results of an analysis of variance. We find the following pattern:

	AGE	EDUC	OCC	SEX	REGION
DUMASS	•	•	•	•	•
CLSYNT	•	•	•	•	-
DUPNASS	•	•	•	•	•
DMNASS	•	•	•	-	•
CLAF	•	•	•	•	-
DUPASS	•	•	•	•	-
TLM	•	•	•	-	-
TLP	•	-	-	-	-

Table 13. Social variables significantly involved in use of loans.

As the table shows, there are considerable differences in the number of social variables involved in the use of the different loan-types. However, we are not told in what way they are involved. In an attempt to throw some light on that question, I arranged the table below which plots the eight types of loan against these social factors where means for the loan-type in question were significantly higher than the overall mean. (Values from variables not deemed influential in the analysis of variance have been excluded).

	CLSYNT	DUMASS	CLAF	TLM	DUMASS	DUMASS	DUPASS	TLP
YOUNG	•	•	•	•	•	•	-	•
TEEN	•	•	•	•	•	-	•	•
STUD	•	•	•	•	•	-	-	-
BUSI	•	•	•	•	-	-	-	-
WORKER	•	•	•	•	-	-	-	-
CS	-	-	•	•	•	•	-	-
MALE	•	-	•	-	•	-	-	-
NCE	•	•	•	•	-	-	•	•
TOWNS	•	•	-	-	-	-	-	-
CP	-	-	•	•	•	-	-	-
MID	-	-	-	-	-	•	-	•
MUMU	-	-	-	-	•	-	-	-
SF VRSE	•	-	-	-	-	-	-	-
SS T	•	-	-	-	-	-	-	-
ST. N	-	•	-	-	-	-	-	-
CRC	-	•	-	-	-	-	-	-
IT24	-	•	-	-	-	-	-	-
PROFESS	-	-	•	-	-	-	-	-
OJ	-	-	-	-	-	-	-	-

Table 13. Social factors significantly related to willingness to use loans.

It is difficult to detect any clear tendencies in Table 13. Still, let me venture a few generalizations. It appears that, while young speakers are willing to use basically any loans, there is a tendency for non-professionals, males and people outside the big cities to be more in favour of the constructed loans than others. The professionals and the middle-aged favour unassimilated English words, while unassimilated English phrases are the only favourites of Stockholm and Göteborg. More definite conclusions will have to await a statistical analysis of the relations between the social variables.

NOTES

1. Here and elsewhere in this paper, the significance of a difference between two observed sample proportions has been determined by means of confidence intervals for proportions (see Wonnacott and Wonnacott 1977:3-6, 223-244). The confidence level has been set at 95 %.
2. See, for instance, Trudgill 1974:93-94.
3. In Folkmånden 31 dec. 1979.
4. The level of confidence chosen for the probability measurement is 95 %.

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